


Grade 5 Unit 1 Model Curriculum Assessment Scoring Sheet

Item Number	SLO Number	Scoring Key / Sample Response	Score Points
1	1	c	1
2	1	c	1
3	1	C	1
4	1	2,950	1
5	2	$(8, 2)^{17}$	1
6	2	B	1
7	2	D	1
8	3	B	1
9	3	Answer is $\frac{1}{100}$ times. The explanation includes that the decimal in 30 must move left 2 places	1
10	3	a	1
11	4	The number of zeros in the result is equal to the exponent on the power of 10.	<p>2 points: The student gives a correct explanation that connects the number of zeros to the exponent on the power of 10, which may include examples.</p> <p>1 point: The student gives specific examples, but fails to explain the connection between the number of zeros and the exponent on the power of 10.</p> <p>0 points: The student fails to either correctly explain the connection or to give examples.</p>

12	4	<p>a. 34.561 b. 3.4561 c. 0.0034561</p> <p>Possible explanations: The power of 10 represents how many times the number is divided by 10</p> <p>OR</p> <p>The magnitude of the power of 10 demonstrates you are dividing by 1,000 or 10,000</p>	<p>2 points: The student gives correct answers for parts a, b, and c, and also uses place value to explain how the place value of the digits changes when dividing by a power of 10.</p> <p>1 point: The student gives correct answers for parts a, b, and c, but fails to give a correct explanation, OR the student gives a correct explanation but fails to get all of parts a, b, and c correct.</p> <p>0 points: The student fails to get all of parts a, b, and c correct AND also fails to give a correct explanation.</p>
13	4	<p>Answer is 3. The number 852.763 must be divided by 1,000 to get a result that is $\frac{1}{1,000}$ times 852.763. Since 1,000 equals 10^3, the original number 852.763 must be divided by 10^3.</p> <p>OR</p> <p>The power represents the number is divided by 10 three times</p>	1
14	5	>	1
15	5	<	1
16	5	<	1
17	5	$1.02 > 1.001 > 0.108 > 0.098$	1
18	5	5.089, 5.17, 5.46, 5.6	1
19	6	475.19	1
20	6	0.573	1
21	6	a	1
22	6	636.0	1

23	6	<p>The 6 is in the hundredths place, so the first number is 5.26. One more hundredth is 5.27, and that goes at the end. 5.267 is 7 thousandths past 5.26, so that's where I put the point on the number line.</p> <p>Key:</p> 	<p>2 points: The student correctly labels the bounds for the hundredths under the number line (5.26 and 5.27) and correctly places a point on the number line to show 5.267. The student must give a correct explanation for how he or she arrived at 5.27.</p> <p>1 point: The student labeled the bounds correctly and placed a point on the number line to represent 5.267. The student did not explain how he or she arrived at 5.27 OR the student gave a good explanation for how he or she arrived at 5.27, but did not solve correctly, label the bounds, or place a point on the number line to represent 5.267.</p> <p>0 points: The student did not correctly find the rounded value or give a good explanation.</p>
24	7	Answer is 4,842. Work applies standard algorithm.	1
25	7	Answer is 2,872. Work applies standard algorithm.	1
26	7	Answer is 7,803. Work applies standard algorithm.	1
27	8	Answer is 206. Work applies standard division algorithm.	1
28	8	Explanation could include the division algorithm to show result OR demonstration that the product of 115 and 42 is 4,830.	1

29	8	<p>We want to show how to find 2700 divided by 50 is 54. An area model for this quotient is below.</p> <div data-bbox="568 420 876 630"> </div>	<p>2 points: The student correctly shows an area model that can be used to guide the steps in the division, and explains how the model relates to the calculation.</p> <p>1 point: The student correctly shows an area model that can be used to guide the steps in the division, but fails to explain how the model relates to the calculation, OR the student explains how a model relates to the calculation, but fails to show the model.</p> <p>0 points: The student fails to either show the model or explain how the model relates to the steps in the calculation.</p>
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